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High Schools for Girls
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DEPARTMENT OF THE INTERIOR,
U.S. BUREAU OF EDUCATION.

HIGH SCHOOLS FOR GIRLS IN SWEDEN.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
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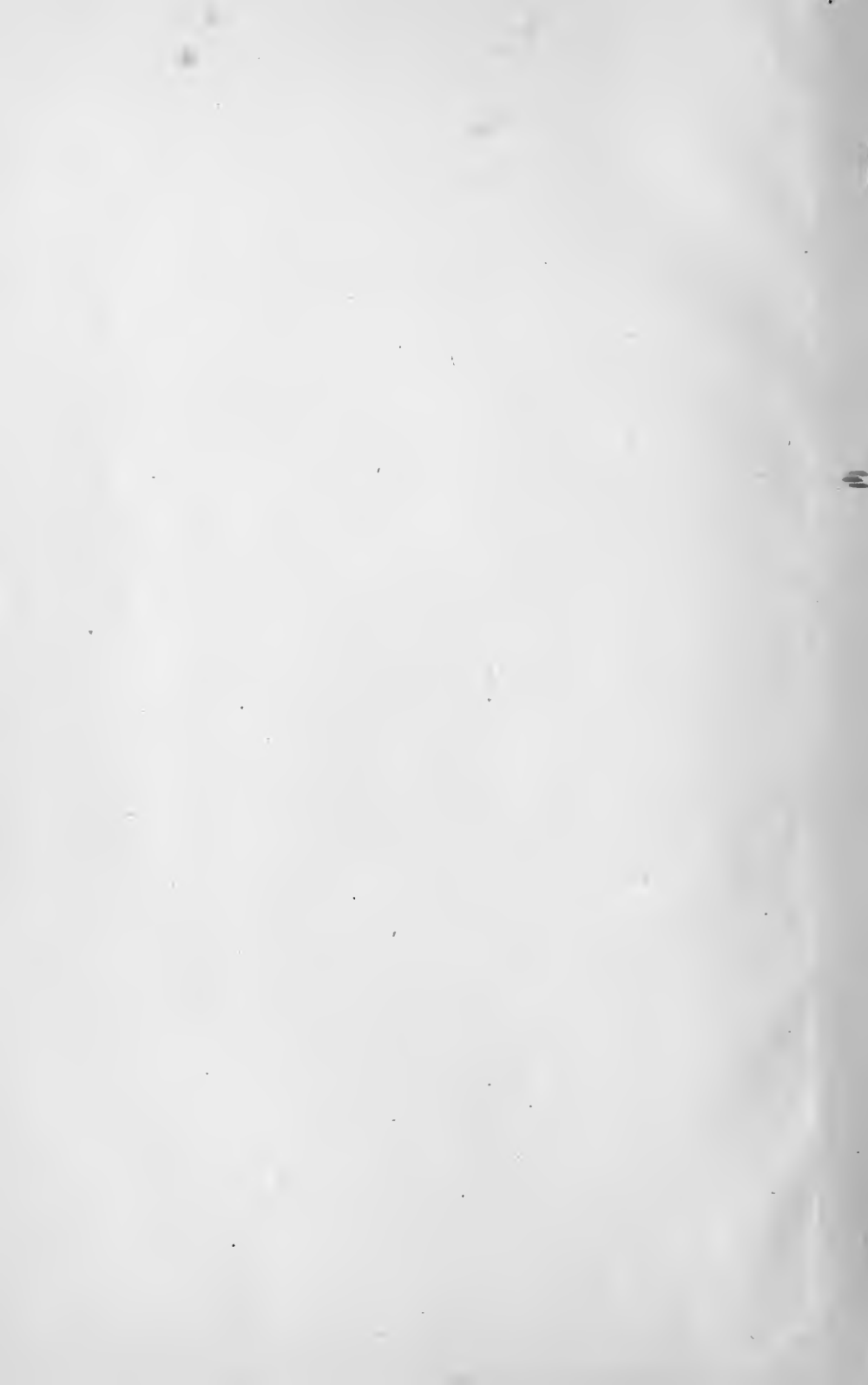
Among the most engrossing topics of educational interest at the present day are the numerous questions connected with the improvement of the education of women. I am called upon to give the experience in this connection in every part of the civilized world. Reports of very interesting and successful improvements in Sweden have recently come to hand, a summary of which is hereby submitted.

JOHN EATON,
Commissioner.



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HIGH SCHOOLS FOR GIRLS IN SWEDEN.

Until the early part of this century the education of women had preserved an exclusively private character in Sweden. The rich families of the aristocracy intrusted the education of their daughters to governesses, and the middle classes in easy circumstances had recourse to private schools established in the cities or the country. These schools were always in charge of women, and were ordinarily combined with accommodations for boarding a greater or less number of pupils. A certain number of women received in this way a relatively good education, considering the demands of the times, but the great majority, even among the educated classes, were content with very elementary instruction. According to the ideas then in vogue, it was a waste of time for women to devote themselves much to study; it was enough for them to know how to manage their domestic affairs properly and to appear well in society. In the private boarding schools the principal aim was to enable the scholars to carry on a conversation in foreign languages, especially French. Music, painting, and fancy work held a subordinate place. Religious instruction was generally given by a clergyman and embraced as a minimum the knowledge necessary for the confirmation of catechumens. The study of history, geography, and mathematics was reduced to the lowest terms, and there was no question of natural sciences.

Between the years 1820 and 1830 the need of public establishments for young girls began to be felt. In 1826 a merchant of Gothenburg, M. Jonas Kjellberg, bequeathed to that city the sum of 50,000 crowns (about \$13,500), in memory of his wife, for the establishment of an institution for the higher education of women. That institution was opened in 1835; it has received additional gifts at different times from the Kjellberg family, and is still in operation under the name of "The Kjellberg School." In 1831 there was opened at Stockholm, through the efforts of Bishop Wallin, a new school for the education of women, which was designed to enable young girls to acquire the same serious and substantial instruction boys received in the public schools. This establishment is still in existence, under the name of "The Wallin School." It is a strictly private institution. All the measures tending to elevate the instruction of women could not, however, attain their complete development without government aid in providing capable teachers. A vigorous impulse in this direction was given by a number of professors and men of learning, interested in the education of women, who organized at Stockholm, in the winter of 1858-'59, a course of higher instruction for adult females. Many of their scholars were already teachers and others wished to prepare themselves for that vocation. From that moment the government took the movement in hand. The first normal schools for female teachers of primary schools were opened in 1860 and the normal school for female teachers of secondary schools was opened at Stockholm in 1861. Now there are 5 government normal schools for female teachers of primary schools and 7 for males. More than half the teachers of the primary schools are women who, for the most part, have charge of the lower primary schools. The principal object of the superior normal school for female teachers is to train private teachers, that is, governesses, as well as mistresses of higher girls' schools. At present it graduates twenty or twenty-five such teachers annually.

It was only after the establishment of these normal schools that a sufficient number of secondary schools for girls could be started to meet the demands of the times. In 1866 the Swedish Diet asked the government to inquire what occasion there was for establishing other public institutions for women besides the normal schools above mentioned and to submit any project that might be made upon the subject to the national congress. A commission was appointed to examine into the matter, which submitted a very interesting report, accompanied by a plan for the establishment of public schools for young girls. Acting upon the conclusions of this report, the government asked the assistance of the Diet for the foundation of such schools, but that body refused its assent, regarding the demands upon it satisfied by its support of the existing secondary schools for boys, which were public establishments in which instruction was given almost gratis. Girls' schools being of a private nature, it was thought sufficient to aid them by annual appropriations, which should be directed so as to secure gratuitous instruction to a certain number of poor girls. About 50,000 crowns (about \$13,500) are now paid annually in this way to secondary schools for girls, which are required in return to give instruction to a certain number of poor girls free, and to others for tuition fees not exceeding 50 crowns each per annum. This subsidy must be renewed every three years on application from the schools, accompanied with full information as to the management of the school, the plan of studies, programmes of studies, &c.; in short, with complete statistics of the status of the schools.

The total number of girls' high schools in Sweden is now between 60 and 70. Only one belongs to the government, namely, the practice school attached to the Superior Normal School for female teachers. The object of this school is to serve as a model for other high schools and to give an opportunity to the scholars of the normal school of attending the school exercises and of taking part in them, so as to get practice in teaching. Nearly one-half of these girls' schools are municipal institutions to a greater or less extent. In localities where the district or community has not established such schools, intelligent and educated or tolerably wealthy private individuals have joined together for that purpose. Generally they contribute a considerable sum at the outset to start the institution, and guarantee additional amounts in case of need. The greater part of these schools receive aid from the district in which they are placed or from business concerns in the neighborhood, and some from the general council of the province. It is probable that they will gradually become purely community or district schools, and will eventually be taken in charge by the municipalities. The other half of the girls' high schools are exclusively private, and are established wherever they can be supported by the tuition fees. With the exception of the Kjellberg school at Gothenburg, all the institutions for the superior education of women receive tuition fees. In this respect they differ from all the other educational institutions of the country.

Whereas it was formerly the custom to intrust the education of girls to women exclusively, nearly one-half of these modern girls' high schools have male directors as well as female, but, with the exception of the directors (male and female), their teachers are women. Professors in special branches are called in to give instruction in the schools, but they are not attached to the teaching corps.

The annual expenses of a school of about one hundred scholars are from ten thousand to twelve thousand crowns (\$2,700 to \$3,240). At Gothenburg the "new high school for young girls," with about one hundred and seventy-five pupils, costs 25,000 crowns (\$6,750) against 40,000 crowns (\$10,800) for the two establishments at Stockholm (the Wallin School and the young girls' lyceum), which have about two hundred and fifty scholars each.

The directress of such a school receives a salary of 1,200 crowns a year besides fire and lodging. In some localities the amount is larger, reaching 2,000 crowns (\$540) in some institutions in Stockholm and 2,500 crowns (\$675) in Gothenburg. The directors receive better pay. The largest salary at present is 5,500 crowns (\$1,485). The

salary of the other female teachers ranges from 1,000 to 1,200 crowns, and more. The professors are paid for their special labors at the rate of 2 or 3 crowns an hour.

The normal school teachers are the best paid. There are nine of them at the normal schools for female teachers of primary schools, and four at the Superior Normal School at Stockholm with the practice school annexed. These ladies are paid by the government and receive 1,500 crowns (\$400) in the lower class and 3,500 crowns (\$945) in the upper. Every five years the salary is increased by a bonus of 500 crowns.

The course of instruction in these schools is designed to give girls an education comparable, so far as solidity is concerned, to that which boys receive in secondary schools. One advantage of the somewhat superficial instruction of the old fashioned boarding school was that there was no danger of overworking the scholars, and that a practical, if simple, end was always kept in view, viz, that of training the pupils to appear well in society. The new schools are open to the objections often made against high schools for boys, that they furnish too great a variety of matter and exact an excess of work from the students. Still, the object of education is to develop the intellectual faculties in all directions, and this should be the aim of all educational institutions of the present day. An idea of the scope of the education given in these girls' high schools in Sweden may be obtained from the following programme of subjects taught in one of them, which is substantially a representative one. The figures of the table give the number of hours devoted to each subject of study by each of the classes.

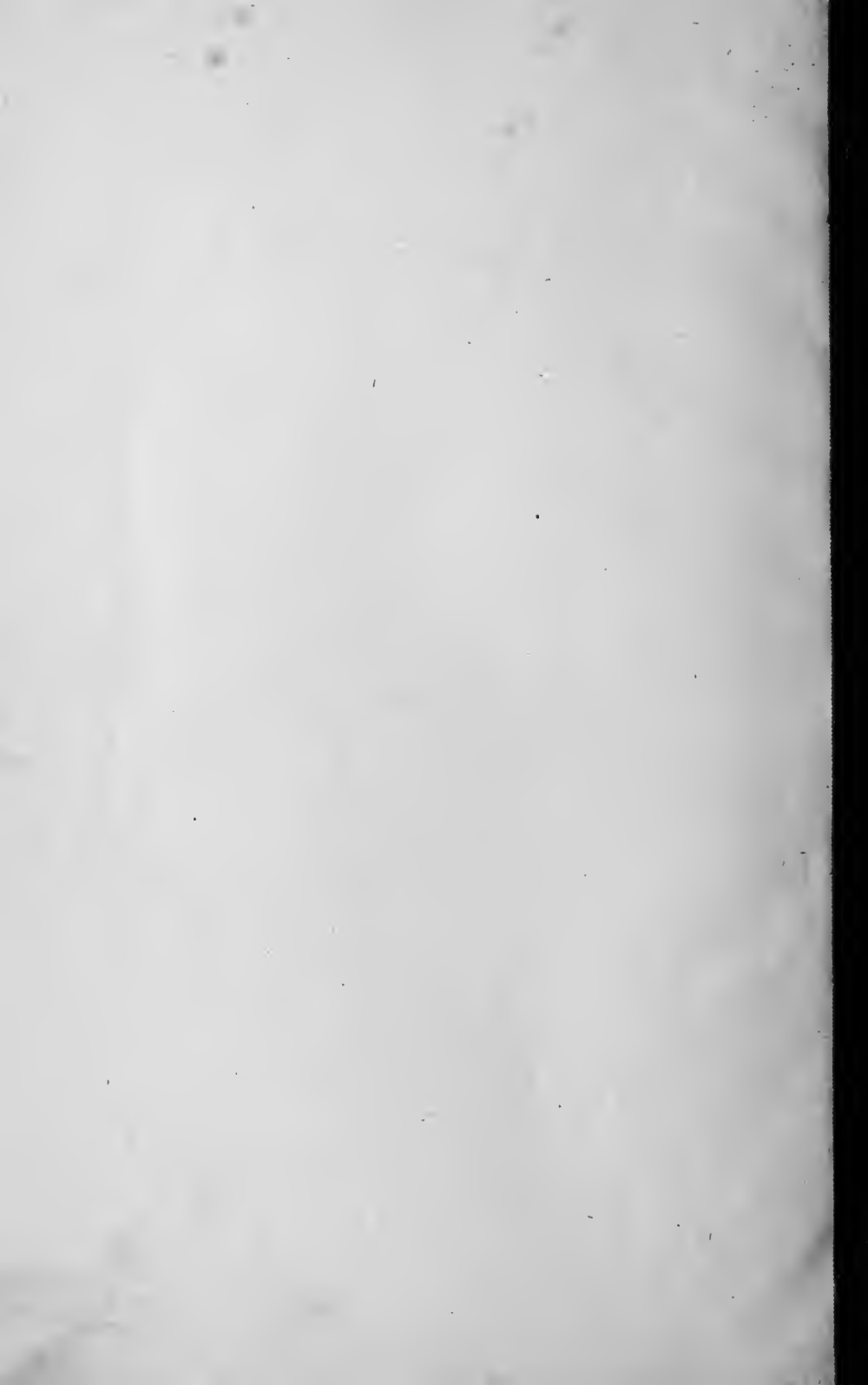
Subjects.	Classes.								Total.
	1	2	3	4	5	6	7	8	
Religion	2	2	3	3	3	3	2	2	20
Swedish language	4	4	4	3	3	3	3	3	27
French language	6	6	6	5	5	5	5	5	43
German language				3	3	2	3	3	14
English language						3	3	3	9
Geography	2	2	2	2	2	1			11
History	2	2	2	2	2	2	3	3	18
Mathematics	2	2	2	3	3	3	4	4	23
Natural sciences		1	1	1	1	2	3	3	12
Calligraphy	2	2	1	1	1				7
Drawing	2	2	2	1½	1½	2	2	2	15
Fancy work	3	3	3	2	2	2			15
Singing	1	1	1	1	1	1	1	1	8
Gymnastics	1½	1½	1½	1½	1½	1½	1½	1½	12
Total	27½	28½	28½	29	29	30½	30½	30½	234

These studies are all obligatory in the three lower classes; in the fourth, fifth, and sixth classes fancy work is optional; in the seventh and eighth classes one of the foreign languages may be dispensed with, as well as geometry and drawing; singing and gymnastics are elective in these two classes. French is the foreign language most in demand. In the western part of the country, however, and in some cities, the schools commence with German, and one of them gives English a prominent place. The fact that German occupies the leading place in secondary schools for boys may account for its comparative popularity in girls' schools, but in the majority of them French holds its sway and has increased in popularity in the last few years.

The age for admission to these high schools for girls is generally fixed at nine years, as in the boys' schools. Most of the girls' schools have a preparatory department which embraces three classes for children from six to nine years. It will appear from

the programme of studies that obligatory instruction is, strictly speaking, limited to the first six classes; consequently obligatory studies are confined to a period ending with the fifteenth year of the pupil's age. A certain liberty of choice of studies exists already in the upper classes of the schools, and this liberty will probably be extended in accordance with the desires of the scholars and others concerned. In this way additional studies of an advanced nature have already been introduced into or grafted upon the regular curriculum, and a line is being drawn between the schools proper and the course of study for adult young women.





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